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REVIEW

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CURRENT SERIAL RECORDS

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- ☐ *Train the Trainer*



The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EDITORIAL

A noted American financier once said "Don't Sell America Short." Putting it another way he meant, don't underestimate what Americans can do.

Think of the developments of the last 25 years or so. The tremendous broiler industry. Income-producing outdoor recreation serving increasing millions. The development of junior or community colleges. Electronics. Multiple-use of land and water resources. Better communications. Spectacular advances in the exploration of Outer Space.

Yet when you think of it, what has been done is just a fore-runner of what will be done. Although a great deal has been done, there is still much more to be done to curb the pollution and silting of our waterways. Metropolitan areas are still trying to cope with problems of air pollution and so are some adjacent rural areas. One of the biggest problems, of course, is to bring all areas into the main stream of American life. That, too, will be done.—WAL

EIGHT COUNTIES in northwest-
ern Illinois held a series of milk-
ing machine demonstrations during
early 1963. At least 133 dairymen who
attended these meetings used the in-
formation they received to improve
the efficiency of their milking ma-
chine installations. After the meet-
ings they either tested the adequacy
of their milking machine, had a milk-
ing machine company representative
test the equipment, or made changes
to improve their machines.

Each dairyman who attended these
meetings was asked to fill out a reg-
istration card and list the type of
milking machine he used. Although
the primary purpose of the cards was
to obtain names and addresses so
that they could be contacted later,
they were not told that they would
be surveyed. Within 2 months after
the first meeting, 405 double cards
were mailed out from the Dairy Ex-
tension Office at the University of
Illinois.

Of the 405 cards mailed out, 139
were completed and sent back to the
Dairy Extension Office. As expected,
most of the dairymen (133 of the 139
who took time to fill out the card
and drop it in the mail) had made
some tests or improvements in their
milking equipment. Thirty-nine had
used a vacuum gauge to test their
equipment themselves while 71 had
arranged for a milking machine com-
pany representative to do a complete
analysis of the installation.

About three-fourths of this group
added some new equipment after
making analysis of their milker and
29 made changes in their units with-
out having made a test with an an-
alyzer. At least these 29 dairymen did
not indicate on the card that they
had made any checks previous to
installing new equipment. Seventeen
dairymen reported they had cleaned
their vacuum lines and stall cocks
soon after attending one of the dem-
onstrations.

These meetings were planned by
members of the local Agricultural Ex-
tension Council in each county and
were arranged and promoted by the
farm advisers. The authors con-
ducted the meetings with the help
of a local veterinarian and the farm
adviser. Most of the meetings were
held in dairy barns in sections where
dairy farms were concentrated.

MILKING MACHINE EFFICIENCY

*Extension-sponsored meetings in Illinois
have helped dairymen become aware of
the need to regularly check the adequacy
of their milking machine installations.*

by L. R. FRYMAN, *Extension Dairy Specialist*
and STANLEY SMITH, *Area Dairy Advisor, Illinois*

It was seldom necessary for a
dairyman to drive over 15 miles to
attend and in most cases the dis-
tance was no more than 5 miles.
Many came in their work clothes
and because of the informal atmos-
phere they freely entered into the
lively discussions which developed in
many sessions. These informal dis-
cussions probably contributed to the
high degree of acceptance of the
information presented.

The main part of the demonstra-
tion was a secondhand portable
milking machine unit, especially de-
signed by Extension dairy specialists
to show some of the major problems
of milking equipment being used in
the State. The vacuum pump would
not remove enough air from the vac-
uum system to maintain a constant
level of vacuum when two-bucket-
type milker units were used. The
effect of fluctuating vacuum levels
on milking efficiency was demon-
strated by a milking machine an-
alyzer and heat-proof glass teat cup
shells. Research results showing the
relation of fluctuating vacuum to re-
actions to mastitis screening tests,
such as the California Mastitis Test,
were briefly reviewed.

The demonstration unit had valves
in the short $\frac{3}{4}$ -inch vacuum line to

show the effects of partial blocks in
such lines when the vacuum regula-
tor is located at the end of the vac-
uum line farthest from the pump.
Importance of the larger vacuum lines
and elimination of dead ends in these
lines was demonstrated. The effect of
sticking and malfunctioning vacuum
regulators was also shown.

A brief discussion of the way a
milking machine removes milk from
the cow seemed to be of considerable
interest to dairymen. This gave an
excellent opportunity to show the job
of the pulsator and to point out the
many problems that could develop
in it. Surveys have shown that in
many areas, about half of the pul-
sators were not satisfactorily collaps-
ing the teat cup inflations.

In addition to demonstrating me-
chanical problems which could de-
velop in milking machines, the im-
portance of correct handling of the
machine was discussed. Also stressed
were items such as proper stimula-
tion before attaching the machine,
removal of machine as soon as the
cows are milked out, and operating
only the number of milker units
which can be handled adequately.
The local veterinarian spent most of
his time talking about good man-
agement to help keep mastitis in

check and recommended treatments of mastitis.

The fact that these meetings were well received by those attending is indicated by these comments. "Every dairyman who milks more than 10 cows should attend one of these meetings . . . Excellent demonstration to show some of the problems we should watch for . . . I had a large pump and vacuum line installed and have proven on my own farm the importance of many of the items stressed at the meeting."

As further evidence that the dairymen used the information presented

at this series of meetings, here are some statements made by milking machine company representatives who operate in the area: "After attending these meetings the dairymen are more aware of the importance of proper milker maintenance and use . . . The meetings have made dairymen aware of the fact that larger vacuum pumps and 1¼" or larger lines make for better milking machine operation and better udder health . . . Nothing but good has come of these meetings . . . As a result of these meetings and of articles in farm magazines the farmers

are becoming more aware of the importance of good cow milking and proper vacuum."

Following the success of these demonstrations in northwestern Illinois, they were offered to other counties through the local farm advisers. To date over 75 meetings have been held. As a result of these meetings and the general publicity given to the subject, dairymen are becoming aware of the need to check the adequacy of their equipment from time to time. An Extension Circular outlining the steps to follow in doing this job has been widely distributed. ■



Grassroots Leaders Study Farm Policy

One tough-minded young farmer said — "I sure have had a lot of my ideas exploded by what I learned in these meetings. Your facts had better be right!"

by JOHN F. McKEE, *Warren County Agent, Indiana*
and JOHN O. DUNBAR, *Extension Economist, Purdue University*

HERE in Warren County, Indiana, we've experienced a breakthrough in Extension educational programs in farm policy. Our formula is simple. First, take the program out to the people in their home community rather than asking them always to come to the county seat. Second, develop enough depth in the program to satisfy the most exacting thinkers in the county. Third, limit the audience to the size best suited for teaching understanding on complex controversial issues. Fourth, to satisfy the demand for this higher quality educational product, we organized Farm Policy Study Groups in 3 successive years. We call this the "Sequential Series."

Back in the late 1950's, our farm leaders decided something had to be done to improve farm incomes. Efficiency was going up, but prices and incomes were

going down. At the elevators, village restaurants, and after church on Sunday, they talked. They grew impatient with farm organization leaders. Nearly 200 turned out to hear a group from Illinois proposing a new farm program.

Everyone, it seemed, had a solution. As the farm debate grew hotter, our leaders decided that people needed more facts and understanding on the various proposals. Said one, "If we can't answer the questions people here ask us, how are we going to justify the demands we make on our congressmen in Washington."

Formation of policy study groups

This was when we in Extension decided to organize the Warren County Farm Policy Study group. We pro-

posed a series of four meetings: (1) Will farmers have to go through the wringer in the 1960's? (2) improving farm income by expanding demand, (3) improving income by adjusting production, and (4) overall U.S. economic adjustments needed to meet foreign competition and maintain full employment. The people bought our package and were so pleased that they wanted the same series for a second group the next year.

We've now completed three of these series and have over a hundred interested, active, confident, better-trained grassroots farm policy leaders in Warren County. That's one out of six of our Warren County farmers and more than any other county in Indiana.

What makes us all so enthusiastic about this Policy Study Group series is our discovery of the combination that made it click so well with our best thinkers. We believe we put together the five RP's which Dr. Selz Mayo, sociologist at North Carolina State College says are necessary for success—right purpose, right program, right people, right place, right procedure.

Our *purpose* was to provide these leaders with facts, knowledge, and understanding of the farm problem and alternative solutions. They also learned what would probably happen in case the various alternatives were enacted into law. When people have the facts they make sound decisions. Remember, the farm debate was almost white-hot when this program was initiated. Our farmers are mostly Republican, Democrat, Farm Bureau and Farmer's Union. Do you think they'd have wanted a series the second year if we had sided with one political or farm organization group? At the end of the first series, one tough-minded young farmer said, "I sure have had a lot of my ideas exploded by what I learned in these meetings. Your facts had better be right!"

There wasn't much question about an educational series on the Farm Policy issue being the right program. It was the uppermost thing on most farmers' minds. Warren County farmers raise mostly corn, soybeans, and wheat. A good many have a beef herd, feed out some steers, or raise hogs to balance out their farm business. They were down to the point where many were earning less than a dollar an hour for their labor, and low incomes were about to undermine land values.

Enrolling the right people

Who were the *right people*? We could have sent out 625 letters—one to every commercial farmer in the county and announced our meetings on the radio and in newspapers. Or we could have invited only leaders from farm organizations and political parties. But we did neither. We had tried the first method, never very successfully. We knew that we had to keep numbers low if we were to be able to have the discussion and interplay of thought necessary for people to learn and understand. Teachers say 25 to 30 is an ideal class size. We also knew that to get the right 25 or 30 we had to enroll them by special invitation.

Consequently, we decided that we should invite 30 to 40 of the best, most influential thinkers in the county—men with analytical minds who are respected by their neighbors, by farm organization leaders, and by politicians. We wanted 35 to 40 enrolled so our attendance

at each meeting would be 25 or 30. And here's the interesting part. We didn't have to call or write them with a special invitation from the county Extension office. Instead we discussed who should be invited with the seven men on the Warren County Extension Farm Management Committee. They agreed with our proposal on who to invite. Moreover, each one agreed to personally invite and bring 6 other men who fit our criteria.

We took the teacher to the people

Another key to the success of this program was meeting in the *right place*. The first year we met in the basement of the library in Williamsport, the county seat. The room was small, just big enough to accommodate our group. It is psychologically important to have a room that fits the group size.

The second year the group met in the western part of the county in Seeger School. The people in this group were mostly from that community. The third year we met in the northern part of the county at the Pine Village School. Even though people are leaders, they tend to stick with others from their home community or social center. The best place to meet, then, is near where people live. Furthermore, when a person is tired after a day's work, he is often unwilling to drive more than a short way to attend an educational meeting.

We arranged tables for the group to lay their materials on and a place to rest their elbows. The tables were placed so everyone could see both the discussion leader and other participants. Some people hold strongly opposing views to each other and they are often as interested in watching each other's facial expressions as they are in watching the discussion leader.

At the first meeting of every group, County Agent McKee made it a point to personally introduce everyone so they would be sure to know each other. This takes time, but it is important for creating a friendly atmosphere in which objective thinking can take place.

At each meeting about half the time was devoted to presenting factual economic information: the other half was open discussion. We were always prompt, starting at 7:30 pm and ending at 9:30 pm with a 15-minute coffee break midway. Our farmers like that. Coffee breaks stimulate interchange of ideas and more intensive discussion, and a good stretch keeps people more alert after working outside all day.

Specialists from the Agricultural Economics Department at Purdue conducted these discussions. They have a bigger reservoir of facts and knowledge than county agents do in this specialized area. One reason the previously mentioned young, tough-minded farmer changed his thinking so much as a result of the new facts he had learned was that our specialists took time to help him understand them.

We have taken 110 grassroots farm policy leaders in Warren County through these three study group series. With their increased understanding, these leaders are going to have more influence than ever before. Influence with their neighbors, their farm organizations, their political parties, and their congressmen. Improved farm policy will result from this combination of scientific knowledge with the brainpower of local people. ■

4-H Clothing Evaluation— Focus on the Individual

by JEAN E. SCHUBEL, *Extension Clothing Specialist*
and HELEN B. MEACH, *Hillsdale County Home Demonstration Agent*
Michigan

FOR SOME YEARS several counties in Michigan have been experimenting with various evaluation methods in the 4-H clothing project. Why? Many 4-H leaders and agents felt there must be a way of evaluating that would be more meaningful to club members than the traditional judging of garments, one against the other at achievement time. Needed was a type of evaluation that focused attention on the girl rather than the garment.

In answer to this need, a new method of evaluation was pioneered at Michigan's annual 4-H State Show. Instead of *garments* being judged and awarded A, B, or C ribbons, *girls* were given the opportunity to wear their garments and discuss their entire clothing project experience with an evaluator.

Many people who experienced this type of evaluation were impressed with it. *Here was a way to make project evaluation more of a learning experience for each member; a way to minimize competition between members, but maximize the opportunity for each member to learn how to better her work.*

Statewide training

As some counties began incorporating this way of evaluating in their programing, other counties expressed a desire to do so. The need for training and to share experiences with this technique became evident.

A State training meeting was planned for two reasons. To provide a climate for sharing ideas and methods, and to give the clothing specialists an opportunity to reach 4-H clothing leaders and agents from all over the State with a common background and philosophy of the clothing project necessary for the successful use of this evaluation technique.

Of Michigan's 83 counties 73 sent several key 4-H clothing leaders and the agent concerned with the 4-H clothing project to this meeting. This group of leaders and agents represented different background in experience with evaluation techniques. *The clothing specialists who conducted the meeting felt this group could give future leadership for introducing or further developing this idea of member-leader evaluation in their areas of the State.*

Setting the stage for this meeting was most important. The clothing specialists were anxious to avoid resentment by anyone who might be resistant to discussing changes in relation to the clothing project. For this reason the meeting was introduced as one which would discuss clothing for teenagers and, more specifically, the current 4-H clothing project in Michigan with some ideas—new to some and familiar to others—that were being tried throughout the State.

Margaret Reed, Extension clothing specialist, began the meeting by discussing some of the sociological-psychological meanings that clothing holds for teenagers under the topic, "Keys To What Clothing Tells Us." This portion of the meeting was aimed at helping leaders and agents understand why and how clothing is important to teenagers and specifically to teenagers enrolled in the 4-H clothing project.

This was followed by a discussion from Bernetta Kahabka, Extension clothing specialist, of the total 4-H clothing experience focusing on the importance of the development of the individual through the project rather than the garment itself. The purpose of this part of the meeting was to help leaders understand the importance of designing 4-H clothing experiences—in terms of the plan-

ning, accomplishing, and evaluation of the project—around each individual member's development.

This discussion led to the introduction of "Guidelines for Clothing Evaluation" designed to help leaders to evaluate with a member the planning, the accomplishing, and the results of a 4-H clothing experience. Part of this discussion was aimed at giving leaders some pointers on how to conduct a member-leader evaluation discussion. The other part gave some considerations or guidelines for evaluating garments as they are worn by the members or the garments themselves whether home-sewn or purchased. *These guidelines were not a series of steps to be checked off during an evaluation session, but rather, they presented some standards of acceptability that leaders and members could use in making judgments about the success or need for improvement in clothing experiences.*

Some important considerations about this kind of training became evident to the clothing specialists who worked with this meeting.

1. It was important not to capsule this training. The background information was essential to help leaders recognize the merit of projects planned and evaluated around individuals. An overnight meeting was helpful in letting leaders share ideas and discuss the philosophy of focusing on the individual in the clothing project. For many this was not a new idea but being able to discuss it informally with leaders and learn how it was working in other areas helped convince many of those who attended of its importance.

2. A summary period was just as important as setting the stage in helping leaders go home with the philosophy as well as the techniques of member-leader evaluation. Many leaders expressed anxiety about implementing this type of evaluation in their own counties. The summary period was designed to urge leaders and agents to move slowly into this philosophy of the clothing project—changing their program only as fast as the thinking of those who worked with the project developed. Small-scale attempts in this type of evaluation in counties that had had no experience with it were recommended.

500 leaders and agents from 75 counties attended Statewide training in clothing evaluation.

rather than complete changes in one year.

3. Followup training in the form of visits by clothing specialists was desirable in many counties to implement member-leader evaluation. Many of the leaders who attended the State training did go home and create interest in using this type of evaluation in their counties. Some of them requested help from the clothing specialists in explaining and implementing the idea while in other counties the agents and leaders felt competent enough in the techniques of member-leader evaluation to implement the idea without assistance.

Member-leader evaluation in the 4-H clothing project in Michigan is developing in several different ways. The methods are quite often outgrowths of the traditional ways that clothing projects were judged or eval-

uated in counties over the past years with one important addition. All of these methods are attempts to broaden evaluation in the clothing project from that which was traditionally garment-centered (the judging of only clothing construction and rating of one garment against another) to that which is individual-centered (the evaluation of the planning, the accomplishing, and the results of a clothing experience emphasizing the growth of the individual member rather than the comparison of her project results with other members.)

One county's experience

Member-leader evaluation had been introduced experimentally in Hillsdale County in the spring before the Statewide training meeting in clothing evaluation. As in all previous years, clothing projects were exhibited at a county achievement day. They were judged on construction and given A, B, or C ratings. In addition to having their projects judged in this way, the members were given the opportunity to talk about their project with an evaluator if they wished.

A surprising amount of interest in this "new" way of evaluating was

displayed by the members. Enough, so that three clothing leaders and the county Extension agent in home economics decided to attend the State meeting on clothing evaluation.

Some of the ideas gained at this meeting were presented at a county-wide clothing leaders' meeting early last fall by one of the leaders who had attended the meeting. Response from this meeting encouraged both the agents and leaders that member-leader evaluation should be attempted for clothing projects in the spring of 1964.

The county's Clothing Developmental Committee, composed of 12 4-H clothing leaders took on the major responsibility for planning and conducting member-leader evaluation at the Spring Achievement Days. The county was divided into five districts for five separate achievement days. Plans were made to have leaders from one section of the county evaluate projects with members from another section.

It had been suggested that each leader evaluate the members in her own club. Since no one knows better than a girl's own leader how she has grown as a result of taking the project, it was felt that this evaluation would be more effective for a member than having a stranger evaluate with her. However, since most leaders felt they would like to have another leader's opinion in evaluating their club's work, most decided to have leaders who were strangers to their girls conduct the member-leader evaluation sessions. One leader who did evaluate with her own club members, however, found the experience very successful and recommended it to other leaders for another year.

By means of a questionnaire and direct contact with leaders the county Extension agents and the county Clothing Developmental Committee learned that leaders were impressed with this type of evaluation. Some remarked that "the girls learned so much." Others who said they had resisted the idea before seeing it in action now supported it. And others commented on how successfully this type of evaluation put emphasis on the development of *blue ribbon girls* rather than *blue ribbon garments*. ■

This 4-H clothing leader is helping her girls evaluate their clothing project experience for garments that are knitted, home sewn, or purchased.





MARKETING, distribution, and utilization of agricultural products is a complex segment of our economy, but it is a major one. This vast agri-business sector is undergoing many basic changes as a result of economic and technological developments. Adjustments of these changing conditions sometimes create operational problems for wholesale and retail marketing firms.

The management of these firms has the same basic goal as do producers. Profit is the chief motivating factor: they want to handle larger volumes of food products with reduced handling costs. They strive for efficiency just as ardently as the farmer who trades in his three-plow tractor for a five-plow tractor.

They have the same goals as the consumer. They try to buy fresh vegetables, carcass beef, and canned beans that will satisfy their customers. Just as the homemaker tries to buy the ingredients for a delicious meal that will satisfy her family "customers."

Traditionally, Extension has not worked with the "middle man" to the same extent as it has with the producer and the consumer. And yet, Extension work with these food wholesale and retail firms is really not much different from the time-honored methods used for other Extension projects. It is simply a matter of working with key personnel and relying on their follow-through to effectively utilize and extend the improvements in operations and management recommended.

The main goal of the Kansas State University retail food marketing project is to help wholesalers, voluntary groups, cooperatives, chain stores, and independent retail food operators to become more efficient. As a firm dis-

covers new ways to become more competitive by improving efficiency, this may mean selling the same product at a lower price, or an improved product at the same (or higher) price, and thus contributing to improve the total market by expanding unit and total dollar sales.

The major emphasis of the Extension retail marketing project is with individual wholesalers, independent retailers, and chain store managers. The short-run results are to improve the competitive position of the firms and bring them additional profits.

The long-range results are less obvious. Keen competition in food retailing causes competitors to copy profit-making ideas. When Extension helps a few pilot firms analyze and reduce market costs, the results are soon extended to other firms. Long-run advantages spread to consumers and farmers through improved quality, more and better services, and greater market stability.

The Extension approach to the firm's opportunities concerns both managerial and operational problems. However, the decisions reached by management make the greatest contribution to improved efficiency. Once management can visualize the value of improving operations such as space allocation, inventory control, layout, merchandising, or work scheduling, they see the need for more personnel training. Then and only then, can Extension offer training suggestions and seminars to the company with the expectation that a reasonable follow-through will result.

The first step in such a study is to carefully analyze the details of the operation. If it is a wholesaler, his cost per ton of product handled must be determined. If this ratio is out of line, the cost factors are analyzed. This starts with the average order size. If it is too

THE TRAINER

by S. E. TRIEB, *Extension Economist, Kansas*

small, it may be due to the type of stores the wholesaler is serving, or it may be due to inefficient delivery schedules. Other factors to be considered are turnover rate, a size of crew, and overtime. Since lack of effective work scheduling is the key to overtime costs, material handling systems are also checked. The crews may not be effective because of physical layout bottlenecks. Narrow aisles and inefficient handling equipment can reduce productivity as much as 60 percent.

The same principles of analysis are used with retail firms. Here the decisions of management are even more critical because unit size becomes more cumbersome. A full pallet load that was handled with a hydraulic lift truck at the wholesale house, is now 30 cases of "beans" that must be handled one at a time. A full case is now 24 or 48 individual cans; a beef carcass is 350 packages. There are 7,000 shelf items, 40 to 50 employees, 6,000 customers per week, and numerous competing stores. All these must be considered by management in making decisions.

Management's job at the retail level is to blend people, products, and profits. An "average" supermarket moves two to three semi-trailer loads of product per week. Extension can help the retailer by developing "demonstration stores." These demonstrations are also valuable for helping the wholesale firms through a "Train the Trainer" program.

Here is how it works. The Extension marketing specialist conducts an operational efficiency and business management study. He works through the principal supplier, generally a grocery wholesale firm. The whole-

saler is asked to select one of their most efficient retail stores for the study. One or more "contact men" from the wholesale firm is assigned to work with the Extension specialist; usually this is a grocery merchandiser who also invites the produce and meat merchandisers to assist with the study. If the wholesale firm has an engineering department, the store engineer is also asked to help with the customer traffic analysis and the back-room layout.

Numerous Extension specialists help with the study including: Mildred Walker, K-State Consumer Information Economist; Lynn Fitzgerald, Kansas Extension Engineer; and Lowell Mohler, Assistant Marketing Director, Kansas Board of Agriculture.

County agents and home economics agents in the "home county" help conduct the customer traffic studies. They usually solicit help from Extension personnel in a neighboring county.

At the conclusion of the week-long "store-study," written and oral reports are presented to management. Actually, the merchandisers that have assisted with the study present a major portion of the report. This is a very necessary ingredient to secure the desired follow-through. *Without* company participation it *never* becomes "their" program.

The study includes a detailed analysis of the competitive position of the retail store—it's strengths and weaknesses. The wholesaler merchandisers and the Extension specialist jointly present the findings of the study to store management. This meeting is also attended by the other merchandisers of the wholesale firm.

Left, meat supervisor discusses inventory control records with meat department manager; Center, quality control begins with beef selection and cutting methods; Right, ad readership is checked by traffic analysis and interviews.



Here are examples of typical problems and recommendations from a study.

(1) Due to lack of work scheduling, the meat department is not achieving maximum sales per manhour. A schedule based on product sales movement would enable the meat department to have improved productivity.

(2) Produce displays do not reflect customer preference. Displays are too high, causing customer inconvenience and quality losses.

(3) Improved cutting methods will provide greater customer satisfaction and increase yield per carcass, thereby maximizing sales and return on investment.

(4) Present backroom layout is causing considerable backtracking of product flow. The revised layout will reduce employee travel time by 30 manhours per week.

(5) The location of the courtesy booth causes store congestion and customer inconvenience. Relocate this booth in the traffic pattern next to the store entrance.

(6) Only 30 percent of the customers passed the fresh meat display, while 69 percent passed the smoked meats. Feature displays of groceries block customer traffic.

(7) Grocery inventory is too high (\$60,000) due to the present ordering system. Store orders should be based on sale needs enabling the store to achieve adequate inventory turnover.

(8) Present method of receiving groceries with eight clerks results in productivity of only 166 cases per manhour. USDA research indicates that three men using a conveyor system can receive 258 cases per manhour.

Following the presentation of the store analysis the "Train the Trainer" Extension technique moves into high gear. Store management wants to know *why* grocery inventories are too high, *why* customers are not effectively shopping the entire store, and *why* an eight-man crew looks efficient, but really isn't.

As these store study recommendations are adopted, the "demonstration" is established. The improved practices are then implemented through the combined efforts of the assigned wholesaler personnel (generally a merchandiser) and the Extension specialists.

The demonstration store then becomes a part of the wholesaler's ongoing retail store program and eventually becomes a part of the produce, meat, and grocery training schools conducted by the wholesaler.

The wholesaler and the Extension specialist often cooperate in planning and conducting joint management seminars and all store owners and managers of the firms serviced by the wholesaler are invited to participate.

The "heavy end" of the presentation rests with the wholesaler who assumes the role of trainer. He is supported by the Extension specialist, who provides the interpretation of demonstration store data and applicable USDA marketing research. The wholesale personnel now has a few more tools to use in his day-to-day contacts with individual store managers.

Some of our Extension work is of a regional nature. For example, a produce company located in Pittsburg, Kansas, also operates branch houses in Missouri and Oklahoma. To handle this Extension training program, specialists from the three States combined talents to present a seminar to top management personnel. In the followup programs each State specialist will work

directly with the branch house in his respective State.

The K-State consumer information specialist and cooperating home agents also analyze customer preferences about the store, its ads, its displays, and its employees.

These studies indicate that customers want more information on meat cookery. Therefore, on a pilot basis, a meats cookery school for meat managers was held in cooperation with a Topeka wholesale firm. Each manager cooked 16 different cuts of meat by dry heat, moist heat, and pan-fry methods. As a followup to the training, the Shawnee County home economics agent provides the managers with a recipe of the week and holds a biweekly demonstration in a retail store. The market managers participate in the demonstration and prepare their own weekly displays based on the model.

Through the recipe of the week demonstration, Extension is again training the trainer, by helping meat department managers provide meat cookery advice to 6,000 customers weekly.

In a related retail food area, another K-State Extension study of a cafeteria kitchen revealed that 17 percent of the manhours could be eliminated through changes in layout and product flow. In followup work after the study, the dietitian continues to refine daily operations and work methods through worker travel patterns. These are charted with string and pins on a scale drawing of the kitchen. Then the dietitian consults with each employee and helps him to develop better work methods.

Another phase of the Extension Program is a store planning and layout seminar for store engineers. It has been found that the store engineer is more receptive to layout suggestions if made for future stores rather than changes in recently completed stores.

Each of these marketing activities serves as a catalyst in the marketing channel. Effective interaction between the producer, wholesaler-retailer, and consumer is essential to a smooth, efficient total marketing system.

The farmer, wholesaler, and retailer all seek adequate return on their investment. Consumers want quality, quantity, variety, and service at a reasonable price.

The Extension philosophy, "to help individuals help themselves," applies to this "Train the Trainer" program with marketing firms.

First, it involves the wholesaler personnel because they work constantly with their retail store customers. The wholesalers has a vested interest in seeing that the retail store stays on the profit side of the ledger.

Second, the program helps build enthusiasm. This makes it possible to put ideas into action by building active interest and enthusiasm on the part of the wholesaler-trainer.

Third, the follow-through, check-back, and analysis gives the trainer examples of accomplishment to support his recommendations.

Through this concept Extension can extend research, through the wholesaler, to several hundred retail stores. The increased efficiencies achieved by food firms as a result of the activities of this project provide better outlets for the farmer-producer, and continue to provide American consumers with more food for their money. ■

4-H leaders learn to

Simplify Methods Without Sacrificing Quality

by KENNETH C. MINNICK
*Benton County Extension Agent
Corvallis, Oregon*

SERVING as a 4-H clothing club leader for 12 years and also as a professional dressmaker has given Mrs. E. C. Wells, Benton County 4-H Club leader, a chance to discover and perfect many improvements in sewing and teaching techniques.

During the many years that Mrs. Wells has been working with the clothing project she has seen many changes in sewing techniques with the advent of new fabrics, laundry and drycleaning facilities, and fashion demands. Her goal is to help the 4-H club member have a satisfying experience from the clothing project by constructing a garment which the girl will enjoy wearing. One that will serve her personal needs rather than emphasize "theories" of construction or techniques which in some instances do not have a real or practical value.

Mrs. Wells' quick wit, radiant smile, and eager willingness to give of herself and her almost unlimited knowledge has encouraged and provided initiative for many of her 4-H girls to become expert seamstresses in their own right. Her home is always open to her club members to bring their sewing machines and do their sewing under her expert guidance.

In this "step-by-step" method, mistakes are caught before they are

made, and long hours of discouraging ripping, resewing, and refitting are avoided. The result is a happy, eager 4-H club member interested in continuing 4-H club work from year to year. Needless to say, the erratic coming and going disrupts what otherwise would be a quiet, well-organized household for Mrs. Wells' and her husband. However, they are both to be commended for their unselfish devotion to the young people.

As a result of her work with the 4-H club members, a training course was gradually developed through the past years. Starting about 3 years ago, Mrs. Wells and her club members worked the ideas into an illustrated lecture which was presented for their parents and other clothing club members in the county during 4-H club week. Step-by-step samples were made by the girls showing the new techniques. Members were stationed in teams throughout the house, each team of girls explaining to the visitors the procedures and the reasoning behind them, as well as most capably answering questions directed to them.

Growing out of the open house events conducted by Mrs. Wells and her club members, the 4-H leaders asked to have a more intensive training course. This resulted in a leader training program which included 54 club leaders, school teachers from the high school and junior high schools, and agents from the State 4-H staff. Through the attendance of the home economics teachers, we hope to attain a closer coordination of the sewing techniques taught in 4-H clothing club work and those taught in the home economics classes at the public schools.

Mrs. Wells has handled all details of scheduling and has made the arrangements for the sessions which included four 2-hour meetings. Included in the four meetings are the basic rules or use of line and color, new procedures for pattern adjustments, proper use and care of sewing equipment, new procedures in construction, including women's tailoring.

In the field of construction. Mrs. Wells taught a new method of setting-in sleeves, doing all stitching from the bodice side, which results in a smooth sleeve cap with no unwanted tucks or pleats. Also includ-

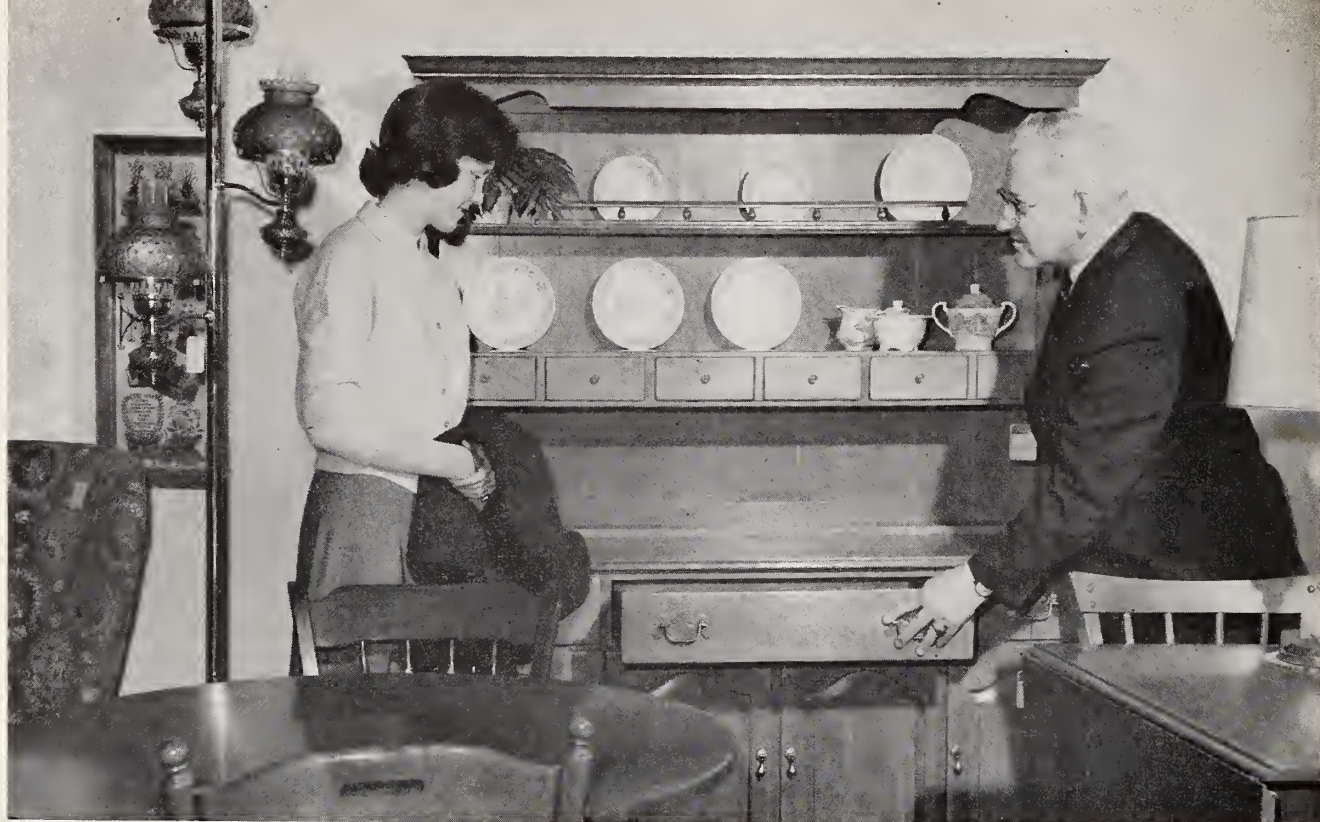
ed were three types of skirt bands and the techniques involved, a new method of constructing bound buttonholes, and methods for putting in three types of zippers.

The club leaders have completed the training sessions and are now using these techniques in working with the some 250 4-H club members enrolled in clothing projects in Benton County. Summarized printed materials will be prepared by Mrs. Wells and made available to the leaders as reference material for their instructional use. The methods used in the course have been tested for durability, appearance, and application. The aim has been to simplify methods and procedures WITHOUT sacrificing quality workmanship.

Mrs. Wells' training course is designed for those persons who are interested primarily in constructing good-looking, good-wearing garments. Basically these are the reasons for joining a 4-H clothing club. Good grooming, poise, posture, and the choice and use of accessories, are fitted into the course as the lessons progress. Careful planning is essential in achieving this goal. The leader must know each club member well enough to advise in selecting fabric, pattern, and accessories.

A personal interview stressing the use of line and color combined with the member's personality and wardrobe needs and training will be helpful to the club member and make the leader's job much easier in working with the individual. It is equally important to help each member develop a program of work to determine the best procedure in order to complete the project at a designated time. "One who fails to plan, plans to fail" according to Mrs. Wells.

It is Mrs. Wells' hope that at the end of the club year a teenage member will have learned the basic steps in sewing, in pattern and fabric selection, pattern alteration, in fitting, and a great deal in grooming, modeling, posture, and other aspects of being a poised, attractive, and well-disciplined person. For each club year improvement in all of these fields should be achieved. Leaders and members should be constantly and conscientiously endeavoring to live up to the club motto. "To Make The Best Better" ■



This furniture salesman is discussing drawer construction with a young homemaker during the "scavenger hunt."

by JAN ARMSTRONG
Purdue University, Indiana

CONSUMER EDUCATION: from dilemma to decision

THE CONSUMER—his welfare, habits, and idiosyncrasies—has become the hottest item on the educational market. He may be known as *hot copy*, *bright star*, or *best of show*. He finds himself courted, observed, consulted, written about, and cajoled. His discovery has been as revolutionary to our time as the steam engine was to its time.

The late President Kennedy opened the door to this discovery with his message to Congress on the "Rights of the Consumer." He pointed out that the advance of technology has not only increased the opportunities of the consumer but has added to his difficulties, and observed that the consumer has certain rights. These are the right to safety, to be informed, to choose, and to be heard. The first Consumer Advisory Council to the President was established under his guidance. President John-

son has continued the program with the recent appointment of Mrs. Esther Peterson as his advisor on consumer affairs. Increased interest in the consumer and his well-being has created new fields of activity in educational and legislation with a better informed consumer as the focal point and the end result.

Standing in the midst of the hurry and scurry for their favor are Mr. and Mrs. Consumer. Befuddled, confused, and bewildered. They say, "We know we need help but whom do we ask. Where do we go? What can we do?"

In this Consumer Age, Extension workers ask, "Who is this dynamic individual? Who is the consumer? Who isn't? What makes him different? Where has he been hiding?" They add, "We have been working with urban, suburban, rural nonfarm, and farm people for years.

All consumers. Our program includes young homemakers, aging groups, labor union organizations, and low-income families. All consumers."

These groups are not new in the Extension clientele but until recently were a part of the whole. Now each part has attached itself to an identifiable group such as mobile groups, low-income, aging, etc. It's like the baby in the family who ceases to be a baby and develops an identity and a personality of his own. Certainly, Extension workers have been in the consumer business since the program's inception over 50 years ago.

The Indiana home economics Extension staff recognized the plight of Mr. and Mrs. Consumer and their need for guidance. Too, they realized that Extension needed direction if it were to have the ability to guide.

As the policy of Indiana Extension is a continuing effort to keep all staff members trained and current in program trends, they need the initial training in consumer citizenship. To help meet this need, a 3-day in-service training session on consumer education was held on the Purdue University campus in November.

The goal of the workshop was to train Extension home economists so that they can help consumers realize maximum satisfaction from their purchases. The workshop was divided into two areas—general and specific subject matter. The general sessions were planned to review basic economic concepts, the marketing structure, and other factors that influence buying decisions such as advertising, research, types of stores, and protective laws.

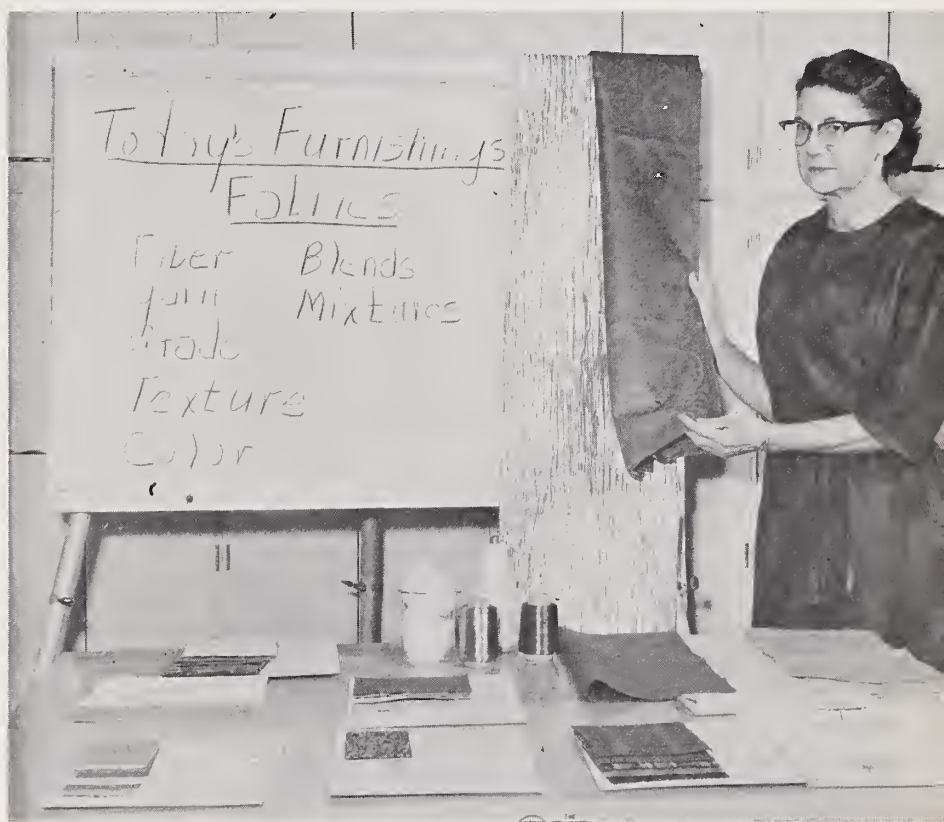
Subject-matter classes were in the fields of home furnishings, housing, home management, and clothing.

General sessions

The general sessions were to bring into focus the various facets of our intricate marketing systems and showed their relationships to the everyday purchases of our clientele. Since most of the agents had some economics background, instructors were asked to review and show practical application of basic economic concepts.

An Extension economist told the agents that the consumer is the boss through the price-mechanism system. And our problem as Extension workers is to develop ways to help them through their values and goals system to become more effective "purchasing agents." He said that Extension home economists are working in the operational framework in which they must learn to assess and understand consumers' needs and wants.

To survive in the era of the consumer, agents need a working knowledge of supply and demand, competition, cost of production, and how returns on capital invested affect the kinds of goods available to the consumer. These goods are directly related to the satisfaction they receive from their purchases. The economist further stated that Extension's overall objectives in consumer education are three: (1) Make the market function more perfectly through a more rational and informed consumer; (2) help the marketer to function better; and



An Extension Specialist discusses today's furnishings fabrics at the Workshop on Consumer Education.

(3) serve as the communication link between the consumer and the marketer.

Another instructor informed the agents that we have a tendency to refer to the consumer as if he were someone else. When in fact, the consumer is you and I. Research indicates that consumers are different, one from the other, and they need to be motivated to want to change their habits.

There appears to be two schools of thought in teaching and training consumers. One says that goals of others cannot be changed. On the other hand, some educators feel that one cannot educate without causing some adjustment in values. The instructor pointed out that consumer studies have developed a pattern for thinking which is the same as the home management decision-making process. Individuals progress through the steps of defining the problem, using available resources, determining alternatives, making decisions, and following plans through action and evaluation. Furthermore, the agents learned that in today's world changes are coming so fast that they are obsolete before they are actually made.

The marketing system and how it functions came alive under the skillful hands of one of Purdue's agricultural economists. He used the evolution of the retail store to vitalize the story of storage, transportation, processing, and packaging. He cautioned agents that they have a responsibility to prevent the consumer from being exploited. He emphasized that retailers and advertisers tend to treat consumers as if they were alike. However, retailers are changing as they have learned that buyers are different.

Specialist-instructor points out to Extension home economists characteristics essential to clothing quality.



Continuing in this line of thought, a speaker from the psychology department reiterated the fact that people differ greatly and that the difference means that we need a large variety of goods available. These differences arise from variations in age, income, experience, values, and training. If one can help consumers understand that some things appeal to them because of individual differences, they will not try to justify purchases from other motives. Other buying motives discussed by the psychologist were those oriented toward some goal or need satisfaction or an attempt to conform and "keep up with the Joneses." When consumers can be helped to understand their buying habits, they will be better satisfied with their purchases.

The kinds and types of retail stores may either work for or against consumer satisfaction. Since not all consumers want the same things, they need to know the services offered by different types of stores. The home economics specialist discussed these items in relation to stores; location; store layout; number of brands; range of prices and sizes; credit; personnel; and related services and conveniences such as restrooms; telephones, restaurants, beauty shops, and babysitting. The instructor pointed out that trends in retail stores indicate more self-service selling techniques, a continuing growth in discount stores, and a wide diversification of product lines and assortments. Any one of these further emphasizes the need for agents to be able to help consumers to become more discerning buyers.

Advertising must be understood both from the standpoint of how it may persuade consumers to buy and what it can tell them that will facilitate shopping. The home management specialist who discussed advertising said that desirable advertising can help lower prices by increasing demand; improve the quality of a product through competition; raise standards of living; give prices for comparative values; and indicate location of goods and services.

Concluding the general session, it was brought out that the consumer should know how he is protected by law—and how he is not. The line between legislation to direct and legislation to control is a thin one. In this discussion it came out that laws and regulations may correct unfair or dangerous practices. Also, some laws may operate to eliminate some products from the market. Various laws, either now in force or proposed, were used to show how some conditions may or may not be improved by law.

Subject-matter classes

The subject-matter classes started the afternoon of the second day and continued throughout the workshop. The agents had been assigned by the supervisory staff to classes according to interests and program needs. Agents received training in one of five classes: clothing textiles, lighting, furniture buying, laundry equipment, and credit. Home economics specialists taught the subject-matter classes. They instructed the agents in training consumers to look for basic materials and information, performance expected, and other desirable characteristics such as appearance, strength or style, and undesirable qualities to guard against.

The basic concepts discussed in the general sessions were applied in the subject-matter classes. Specialists discussed the effect that the market, the kind and type of store, advertising, and laws can have on a particular product. The dynamic interaction of principles and practical application was enlightening. One agent remarked, "This is real subject matter, I can sink my teeth into it. I have been teaching this subject for years but this total bundle idea is good. The tie-in of goods and service from their beginning to eventual consumption."

Byproducts of workshop

The workshop offered a comprehensive display of teaching methods and techniques that could be used by agents. A useful tool was the specialists' tape-recorded reports of trips to various stores in the area. They reported on the type of store, services offered, and kinds of merchandise available. Other methods used were panel discussions, buzz groups, and slide presentations.

Probably the most exciting technique and a highlight of the workshop was the "scavenger hunt." Each specialist-instructor assigned the agents in her class visits to different stores to shop for types and kinds of equipment, or to survey the goods available in the store. For instance, in the laundry equipment class, agents compared prices of various brands and types of automatic washers. They studied the service guarantee or warranty available with the washer.

In the credit class the agents were sent to banks, stores, and automobile dealers for sample contracts. Back in the classroom the group, under the guidance of the specialist, analyzed the contract for interest charges, and desirable and undesirable qualities. Also, agents viewed the contracts from the standpoint of what a contract may not include. These omissions are important elements in whether credit serves consumers as a trap or a tool.

The furniture-buying class studied labels, new fabrics and finishes, care instructions, and quality of construction. In their "show and tell" class period, the agents examined the characteristics of furniture discovered in drugstores, variety stores, supermarkets, and regular furniture shops. One home economics agent said, "probably one of the most interesting experiences in the furniture search was not only evaluating the quality of information that is on the label but also seeing the many pieces of furniture without any information whatsoever."

Most agents agreed that the workshop was helpful and that a continuous emphasis on consumer education was essential in the new age of the consumer. The consumer education approach to buying decisions incorporates economic consequences, product information, and the relationships of the decisions to satisfactions received by the consumer. Several of the Extension home economists have reported the use of workshop training for local leaders. One reported a tour to a wholesale furniture outlet as a focal point for her lesson on buying beds and bedding. Another said, "I applied the basic principles learned in the laundry equipment class to my lesson on food buying."

The success of the workshop and the intensive emphasis in consumer enlightenment were reflected in the June



A banker discusses credit loans with a home economist.

Homemakers Conference which included many ideas patterned from the workshop. Over 5,000 Indiana homemakers invaded Purdue's campus to gain an understanding of their responsibilities and opportunities as consumers. Programs centered in areas of training homemakers in buying protection, food, clothing, health, education, and housing.

Nationally-known speakers discussed the rights of the consumer and the role he plays in society. A government official shared with the homemakers his concept of the Government's role in consumer concerns.

A high note of the conference was the panel discussion, "What a Consumer Can Do." Homemakers, as consumers, want to know where to turn when they want a question answered or when they think a product is questionable.

The conference served as an initial "scratching of the surface" to the consumer and his problems. The homemakers and the Extension agents with the training they have received through the conference and the workshop can work together in their local areas to develop a strong consumer education program. ■

NEW ADVENTURES IN RAD—Experiences in the Endless Mountains of Northeast Pennsylvania

The Endless Mountain area offers much of interest to draw the tourist trade. Wooded mountains, beautiful lakes, and sparkling streams create many breathtaking scenes.

Summer activities that entertain vacationers are the "Bow Hunters Festival," canoe racing, river float trips, summer camps, swimming, boating, summer theatres, trail rides, golfing, and skiing. For the ardent hunter, the area provides excellent hunting and fishing.

To capitalize on all these recreational resources, an Endless Mountains tourist promotional association was formed. Shortly after this, Extension helped organize RAD Committees in the counties of the area.

A subcommittee was appointed by two county RAD committees to explore the potential for expanding the farm vacation business. Many families had been soloing in the business with the help of commercial advertising firms. Extension aided the committee in canvassing Wyoming and Susquehanna Counties to find out if there were more interest in the farm vacation business.

About 2,200 questionnaires were sent out early in 1962. Enthusiasm for this new project ran high. Ninety-two families were interested in learning more about the business. Meetings were held in central locations.

Successful farm vacation hosts were invited to tell about their experiences. They told how they met people "from all over the world." They said advertising was important. Most received free advertising with a State agency but many also paid for listings with a commercial farm vacations directory.

By 1964, 85 farm hosts were listed in the Department of Commerce Farm Vacation Guide, 50 of these vacation farms are in the Endless Mountains area.

Profits realized by these families have made possible many new kitchens, living rooms, dining rooms and higher education for their children.

Recently, our farm vacation families have formed a four-county association, elected officers and are meeting twice a year to update and improve their businesses.

Farms have found a new crop—their city cousins and the exchange of ideas is beneficial to all concerned.

Most regional people, especially those involved in RAD work, began to realize that there were many advantages in a regional approach to project development. In December of 1962, a four county Endless Mountains Area Development Association was formed.

The area development association asked me, as an

Extension home economist, to form a subcommittee on handicraft development. Farm vacation hosts were also clamoring for handicraft items for their guests. We drew on Extension specialists, county planners, and area citizens to formulate plans on how to locate and bring together the craftsmen of our area. Four meetings were held during the summer of 1963 to plan an exhibit at the local REA Cooperatives new building. Publicity through newspapers, radio, and television invited all regional craftsmen to participate.

Ninety-one exhibitors took part in the 3-day event, held in November 1963. They showed wood carving, cabinetry, weaving, ceramics, painting, jewelry, and some novelty items, such as raffia pinecone baskets and trays. Twenty-six retailers visited the show and evaluated the handicraft articles. A final tabulation indicated possibilities for sales of two types of items: the very high quality and the inexpensive, strictly souvenir, item. Three professional craft judges evaluated items from a professional craftsman's viewpoint. Each craftsman received a copy of the constructive criticisms of his items.

The general public was invited the last day and nearly 600 people responded to the invitation.

A craft exhibit evaluation meeting followed. The craftsmen were pleased with the results and many of them had received orders from local retailers.

The craftsmen decided to form an organization. Officers were elected and a constitution and bylaws drawn up and accepted. Educational programs are being planned. We hope to have an exchange of ideas with the Southern Highlanders Craft Guild.

A renovated barn in Sullivan County has been donated for use as a handicraft items sales center during the summer tourist season. Some of the area tourist activities will offer special sales opportunities.

We are looking forward to arranging for handicraft training workshops in wood carving, weaving, and ceramics. These workshops will involve the Pennsylvania Department of Public Instruction and the Department of Labor and Industry. All of the projects which we now anticipate will involve county agents, home economists and Extension specialists and other USDA agencies working with special citizens committees.

I feel that home economics can play a part in RAD—nearly every month brings new avenues to explore.—*by Emilie K. Lunger, Associate Extension Home Economist, Wyoming County, Tunkhannock, Pennsylvania.*